

## International student mobility: What makes them happy?

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# Conference Programme

Thursday, 21 May 2015

07:30 – 08.30	<b>Breakfast</b>			
08.30-09:00	<b>Conference opening:</b> Prof. Rafał Molencki, Dean of the Faculty of Philology at the University of Silesia Prof. Andrzej Łyda, Director of the Institute of English at the University of Silesia			
	<b>Plenary sessions</b>			Chair: Janusz Arabski / Andrzej Łyda
09:00–10:00	Peter D. MacIntyre <i>Positive Psychology for SLA: Principles, Practice and Promise</i>			
10:00-11:00	Rebecca Oxford <i>Positive Psychology and Language Learning: The EMPATHIC Vision</i>			
11:00 – 11:30	<b>Coffee break</b>			
	<b>Section A</b> <b>PosPsy: learners' well-being</b> Chair: Tammy Gregersen	<b>Section B</b> <b>PosPsy: Affective traits</b> Chair: Grażyna Kiliańska-Przybyło	<b>Section C</b> <b>PosPsy: Positive interventions</b> Chair: Joanna Nijakowska	<b>Section D</b> <b>SLA: Vocabulary, speaking, communication</b> Chair: Andrzej Porzuczek
11:30-12:00	Anna Michońska-Stadnik <i>Foreign language learning from the perspective of individual well-being</i>	Bihua Chen <i>The relationship between speaking and personality, positivity and learning strategies. A correlational study</i>	Małgorzata Jedynak <i>FL learning as a therapeutic tool for the blind and partially sighted</i>	Joanna Pitura <i>What distinguishes high from low achievers in tests of speaking? An analysis of contextual features on the example of lower secondary school students</i>
12:00-12:30	Danuta Gabryś-Barker <i>Caring and sharing in the foreign language class: on a positive classroom climate</i>	Muhammad Arfan Lodhi <i>Relationship of emotional intelligence and ESL learning at graduate level</i>	Monika Wołoszyn-Domagala <i>Positive psychology involved in instructing grammar to develop spotty sociocultural and linguistic knowledge of PHS</i>	Enikő Marton <i>Resources to promote the willingness to communicate in the L2 in bilingual settings (comparative data from Finland and Italy)</i>
12:30-13:00	Dagmara Gałajda <i>"I think (positively) therefore I am". On the relationship between positive academic self-concept and effective teamwork in group facilitation</i>	Ewa Piechurska-Kuciel <i>Self-regulatory efficacy and FL attainment</i>	Margarita Meza, Jessica St.John, Ashley Beaird, Elizabeth VanGorp, Jagoda Polchlopek, <i>A case study on the influence of positive psychology interventions: An insider perspective</i>	Olson Tucker <i>Correcting learners without shutting them down</i>

13:00-13:30	Paweł Zakrajewski <i>Eustress – positive stress among interpreting trainees. Trainees’ perspective</i>	Jean Marc Dewaele, Peter D. MacIntyre <i>Do girls have all the fun? Anxiety and enjoyment in the foreign language classroom</i>	Kyle Talbot, Kate Finegan <i>Fostering grit and initiative through strengths based individualized projects</i>	Mirosław Pawlak, Anna Mystkowska-Wiertelak, Jacek Rysiewicz <i>Willingness to communicate among Polish students majoring in English as measured by a new data collection instrument</i>
13:30-15:00	<b>LUNCH</b>			
	<b>Plenary sessions</b>			Chair: Rebecca Oxford
15:00-16:00	David Singleton, Simone Pfenninger <i>Giving the individual a voice – exploring learners’ insights regarding age in relation to long-term instructional experience</i>			
16:00-17:00	Hanna Komorowska <i>In defence of difficulty: are “negative” feelings really negative?</i>			
17:00-17:30	<b>Coffee break</b>			
	<b>Section A</b> <b>PosPsy: Affective traits</b> Chair: Ewa Piechurska-Kuciel	<b>Section B</b> <b>PosPsy: Becoming positive teachers</b> Chair: Zbigniew Możejko	<b>Section C</b> <b>Multilingualism</b> Chair: Danuta Gabryś-Barker	<b>Section D</b> <b>SLA: phonology and phonetics</b> Chair: Arkadiusz Rojczyk
17:30-18:00	Katarzyna Ożańska-Ponikwia <i>Personality, emotional intelligence and L2 use in an immigrant context</i>	Anna Maria Brzostyńska <i>Positive and negative feelings about the roles of foreign language teachers</i>	Maria Spiechowicz <i>“Joseigo” and “danseigo” taught to beginner level students of Japanese</i>	Ewa Waniek-Klimczak, Andrzej Porzuczek, Arkadiusz Rojczyk <i>Pronunciation is important, so (because?) I’m good at it: Motivation as a reason for and a result of success in FL learning</i>
18:00-18:30	Christina Gkonou <i>Positive psychology and language anxiety</i>	Iwona Dronia <i>Experiencing negative emotions while teaching. Teaching roles and styles as potential face-threatening behaviours</i>	Ingrid Bello-Rodzeń <i>Students’ Linguistic Biographies in L3 Instruction</i>	Mirosław Pawlak <i>Investigating the use of pronunciation learning strategies in form-focused and meaning-focused activities</i>
18:30-19:00	Magdalena Szyszka <i>Non-anxious L2 learners’ approaches to pronunciation learning</i>	Anna Wiczorek <i>High inhibitions and low self-esteem as factors contributing to foreign language teacher stress</i>	Ayana Namdakova <i>Language Transfer from Native into English by Multilingual Students</i>	Martin Hinton <i>Varieties of pronunciation: perception and performance</i>
19:00-19:30	Ali S. Alghonaim <i>Saudi Arabia students’ perceptions and attitudes towards</i>	Elena Gallo <i>“I want to be a happy teacher”. How emotions impact teacher</i>	Małgorzata Szupica-Pyrzanowska <i>An attempt to diminish L1 influence. Morphological and phonological</i>	Xin Gao <i>Study of the acquisition of Russian declarative intonation (IK-1) by Chinese-</i>

	<i>communicative and non-communicative activities and their relationship to foreign language anxiety</i>	<i>professional development</i>	<i>contributions to the inflectional deficit in adult L2 acquisition</i>	<i>speaking learners</i>
19:30-20:00	Ahmad Nazari <i>Foreign language assessment: laughter and students' performance</i>	Beata Malczewska-Webb <i>International student mobility: What makes them happy?</i>		
20:00:00	<b>Dinner</b>			

**Friday, 22 May 2015**

07:30 – 08:30	<b>Breakfast</b>				
	<b>Plenary sessions</b>				Chair: Peter D. MacIntyre
08:30 – 09:30	Tammy Gregersen <i>The Positive-Broadening Power of a Focus on Well-being in the Language Classroom</i>				
09:30-10:30	Sarah Mercer <i>To relate, to communicate, to appreciate: Empathy in language education</i>				
10:30 – 11:00	<b>Coffee break</b>				
	<b>Section A</b> <b>PosPsy: Positive adult learners</b> Chair: David Singleton	<b>Section B</b> <b>PosPsy: Cultural encounters</b> Chair: Sarah Mercer	<b>Section C</b> <b>PosPsy: Positive interventions</b> Chair: Alison Phipps	<b>Section D</b> <b>SLA: Vocabulary, speaking, communication</b> Chair: Mirosław Pawlak	<b>Ph.D. Workshop</b> <b>Chairs:</b> Danuta Gabryś-Barker, Ewa Piechurska-Kuciel
11:00-11:30	Joanna Pitura <i>Positive emotions in language learning. A qualitative analysis of mature adult learners of English</i>	Larysa Sanotska <i>The concept of “self”: cultural versus personality variables in learning EFL</i>	Joanna Bielska <i>Positive psychology in the foreign language classroom: Positive education every teacher should try</i>	Richard LaBontee <i>Vocabulary learning strategies in Swedish second language learning</i>	Weronika Krzebietke <i>Awareness of L1-L2 differences in teaching and learning a second language: the case of Polish teachers and students</i>

11:30-12:00	Monika Grotek <i>The best experiences in learning a foreign language in late adulthood</i>	Grażyna Kilińska Przybyło <i>Positive psychology and intercultural encounters – where is the link?</i>	Sylvia Kossakowska-Pisarek <i>Pedagogical implications of positive psychology. Positive emotions and human strengths in vocabulary strategy training</i>	Shynar Baigozha <i>Teaching Greek-Latin elements for a better comprehension of vocabulary in context</i>	Aida Montenegro <i>Considerations to Understand and Measure Teacher Self-Efficacy for Student Engagement in an EFL Classroom</i>
12:00-12:30	Marek Derenowski <i>The influence of teacher's anxiety reducing strategies on decreasing foreign language anxiety among mature students of the Third Age University</i>	Miriam Tashma-Baum <i>Redemptive patterns in the language learning histories of EFL student-teachers</i>	Alicja Gałązka <i>Empathetic teaching through drama - how to bridge the learning differences in ELT</i>	Iwona Lech, Serafima Gettys <i>Usage-based instruction - an innovative approach to teaching oral communication</i>	Maria Teresa Orlando <i>Creativity</i>
12:30-13:00	Piotr Szymczak <i>Competitions in Education and Positive Psychology: Amplifying the Positives, Mitigating the Harms</i>	Sunyu HON <i>The positive psychology presented by motivational strategies to L2 learners of Chinese as a second language</i>	Małgorzata Forys <i>Staying positive in a content-driven language classroom. Exploring tertiary students' attitudes to CLIL, ESP and general English courses</i>	Agnieszka Leńko-Szymańska <i>Measures of lexical richness in the assignment of levels to learner corpus data</i>	
13:00-14:30	<b>LUNCH</b>				
	<b>Section A</b> <b>PosPsy: Cognition, emotions and attitudes</b> Chair: Liliana Piasecka	<b>Section B</b> <b>PosPsy: Positive interventions</b> Chair: Adam Palka	<b>Section C</b> <b>PosPsy: Positive assessment</b> Chair: Maria Wysocka	<b>Section D</b> <b>SLA: Writing skills</b> Chair: Adam Wojtaszek	<b>Ph.D. Workshop</b> <b>Chairs:</b> Danuta Gabryś-Barker, Ewa Piechurska-Kuciel
14.30-15.00	Halina Chodkiewicz <i>Emotion and cognition in text processing: investigating situational interest of EFL intermediate students performing reading tasks</i>	Jordan Wilson, Linnea Belnap <i>Project perseverance and study abroad in Jordan. Lessons from assisting female student of Arabic to thrive</i>	Monika Kusiak-Pisowacka <i>Test for the best: How to implement the principles of positive psychology in evaluation</i>	Jerzy Zybert, Iga Maria Lehman <i>Identifying and repairing coherence breaks in FL student written discourse</i>	Magdalena Trinder <i>Isolating the influence of gender on receptive skills in Second Language Acquisition: a quantitative study</i>

15:00-15:30	Peter D. MacIntyre, László Vincze <i>Positive and negative emotions as predictors of L2-selves and L2 learning efforts in a bilingual setting</i>	Kirk Belnap, Matthew Bird, Dan Dewey, Harrison Richards, Patrick Steffen, Krysta Whiting <i>Project perseverance, study abroad, and stress: Biofeedback training, blood pressure monitoring, and survey results</i>	Anita Żytowicz, Anna Klein <i>Students as human beings – an error correction approach</i>	Mahboubeh Safavi, Firooz Sadighi <i>Interpreting the relationship between Iranian MA TEFL students' first language proficiency and foreign language acquisition: A case of writing skill</i>	Katarzyna Załóg-Kociuga <i>Musical talent, language aptitude and their influence on L2 pronunciation accuracy</i>
15:30-16:00	Zbigniew P. Możejko <i>Do emotions matter for grammatical instruction? On advanced learners' needs, evaluation and beliefs</i>	Andrea Dallas <i>Teaching personal responsibility to enhance learning in an English-medium university context in the Middle East</i>	Piotr Steinbrich <i>Towards positive self-assessment in university setting</i>	Małgorzata Marzec-Stawiarska <i>Relating foreign language writing anxiety to individual and dyadic writing</i>	Karen Spracklin <i>New-ish Tools for Teaching French L2 Vocabulary</i>
16:00-16:30	Ewa Guz, Małgorzata Tetiurka <i>Positive emotions and learner engagement: insights from an early FL classroom</i>	Candy Fresacher <i>Optimism and positive psychology in the classroom</i>	Agnieszka Strzałka <i>Can earning academic credits be enjoyable? Positive psychology in teaching intercultural communication to university students</i>		
16:30-17:00	<b>Coffee break</b>				
	<b>Section A</b> <b>PosPsy: Positive interventions</b> Chair: Anna Michońska-Stadnik	<b>Section B</b> <b>SLA: Writing skills</b> Chair: Ewa Witalisz	<b>Section C</b> <b>Varia</b> Chair: Joanna Bielska		
17:00-17.30	Jan Zalewski <i>Helping low achievers to succeed in tertiary education: explicit teaching of academic literacy as a way to positive educational experiences</i>	Ling Yann Wong <i>Cognitive methods of Chinese learners from alphabetic writing backgrounds in activating the meanings of Chinese characters</i>	Beata Grymska <i>New conceptualizations of language aptitude - the potential of working memory</i>		
17:30-18:00	Liliana Piasecka <i>Building character strengths through encounters with literary texts</i>	Katarzyna Banka <i>Do the tones matter? Chinese spoken language acquisition</i>	Oxana Syurmen <i>Developing intercultural competence of future translators</i>		

18:00-18:30	Adam Palka <i>Positivity of pain – its manifestations through language and image – a cognitive stance</i>		Faheem Akbar <i>TEFL teachers' opinion about teaching English vocabulary to non-native learners</i>
20:00	Conference Dinner		

**Saturday, 23 May 2015**

08:00-09:00	Breakfast			
	Plenary session			Chair: Hanna Komorowska
09:00-10:00	Alison Phipps <i>Happiness and Haplessness: The Multilingual Subject as an (un)happy Being</i>			
10:00-10:30	Coffee break			
	Section A SLA: Focus on grammar Chair: Joanna Bielska	Section B FL teacher development Chair: Monika Kusiak-Pisowacka	Section C Varia Chair: Dagmara Gałajda	Section D Varia Chair: Monika Grotek
11:00-11:30	Firooz Sadighi, Shiva Seddighi <i>Article choice in L2 English by Iranian native speakers</i>	Tamilla Mammadova <i>A staged assessment of EFL teachers' abilities to use innovative language teaching approaches in the class</i>	Yildiz Akhmedova <i>Films as a tool to enhance listening comprehension in ESL classes</i>	Teresa Maria Włosowicz <i>Adult Learners' Expectations Concerning Foreign Language Teachers and the Teaching-Learning Process</i>
11:30-12:00	Justyna Leśniewska, Ewa Witalisz <i>Chunk-based versus rule-based article use in L2 English</i>	Joanna Nijakowska <i>From research to practice: Informed choices and good practice in EFL teacher training on dyslexia (DysTEFL and DysTEFL2 projects)</i>	Mary Hatakka <i>An online learning workshop to assist Arab students in an English-medium Higher education Institute with transition from school to college</i>	Agnieszka Lijewska, Bartosz Brzoza <i>Spoken-word recognition of problematic vowel contrasts in Polish-English bilingual speakers: an eye-tracking study</i>
12:00-12:30		Megan Wisbar <i>A qualitative examination of the teachers' perspective of challenges, resources and strategies for serving English</i>	Barbara Loranc-Paszyk <i>Students' perceptions of cross-cultural videoconferencing in university settings</i>	Agnieszka Lijewska, Robertus de Louw <i>What can the cognate facilitation show us about the structure of the trilingual mental lexicon?</i>

		<i>language learners at an Early Childhood Education Center</i>		
12:30-13:00		Małgorzata Szulc-Kurpaska <i>The top of the iceberg – teaching educational psychology to foreign language teacher training college students</i>		
13:00-13:30	Conference closing			
13:30 – 14:30	Lunch			

### Registration:

**Wednesday: 7:00 p.m. – 9:00 p.m.**

**Thursday: 8:00 a.m. – 8:30 a.m., 1:30 p.m. – 3:00 p.m.**

**Friday: 8:00 a.m. – 8:30 a.m., 1:00 p.m. – 2:30 p.m.**